Impacting Retention through Teacher Leadership

New Teacher Center Symposium
San Francisco • February 2017
“Sustaining systemic improvement...relies less on the brilliance of a charismatic leader and more on the task of creating dispersed, widely shared leadership that supports an organizational system and culture that enable people throughout the organization to succeed at what they are being asked to do. It requires many leaders who work on the system, as well as within it. Effective leadership is absolutely imperative, but it is leadership that focuses on building the individual and collective capacity of people throughout the organization.”

_Cultures Built to Last - Systemic PLCs at Work_
Michael Fullan and Richard DuFour
"A Master Teacher is an individual recognized for excellence in the classroom, including the ability to improve student achievement, the ability to mentor other teachers in achieving excellence in their classrooms, and the ability to communicate effectively with their community."

Master Teacher Program Framework, adopted by the Arizona State Board of Education and sent to Governor Napolitano, Spring, 2005
Master Teacher Program

Building capacity for teacher leadership, while providing support to teachers along the continuum of practice

- Foster a spirit of accomplishment amongst Arizona’s teachers
- Recognize the contribution of excellent teaching in our communities and elevate the status of the profession
- Designate or place a Master Teacher in schools throughout Arizona, beginning with those in greatest need
Master Teacher Program

Identify Master Teachers who mentor beginning teachers or coach experienced teachers

Partnership with the New Teacher Center

Three-year program that provides funding to partner districts
Master Teacher Program

- Provide support to new teachers through ongoing training for Master Teacher Mentors
- Create pathways to pursue National Board Certification
- Implement the use of the Professional Learning Plan
Master Teacher Program

Partner with NTC to provide ongoing Mentor Training

Ongoing support through regular Mentor Forums

Arizona New Teacher Induction Network
Driving Questions

Practice…How is practice becoming more effective?

Retention of Talent…What are doing to retain talent in your district?

Student Learning…How are student engagement and learning improving?
Teacher Retention Across the Career Continuum
Balsz Mentoring & Induction Program

Building the instructional effectiveness of our newest Balsz teachers to ensure a positive impact on student learning.

District Mentor (Full Time Release)

Mentor Coaches (No Release Time)
Balsz Mentoring & Induction Program

Monthly New Teacher Meetings

Mentor Support
Mentor Training

**Year One:** Instructional Mentoring, Observation & Conferencing, Using Data to Inform Instruction, and Designing Effective Instruction

**Year Two:** Creating Conditions for Equitable Instruction, Advancing Instruction to Support Language Development, Differentiating Instruction to Support Diverse Learners, and Mentoring as Leadership

**Year Three:** Grow and Strengthening Instructional Decision-Making, Navigating Support Functions, and the Role of Data in Mediating Thinking and Reflecting Conversations
Induction Program Standards

Standard 1: Program Vision, Goals, and Institutional Commitment

Standard 2: Program Administration and Communication

Standard 3: Principal Engagement

Standard 4: Program Assessment, Evaluation, and Accountability

Standard 5: Mentor Roles and Responsibilities, Selection, Assignment, and Assessment
### Success Story in Balsz

#### Table 1: Retention of First Year Teachers

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Teachers Retained</td>
<td>52%</td>
<td>72%</td>
<td>85%</td>
</tr>
</tbody>
</table>

#### Table 2: Overall Teacher Retention

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Teachers Retained</td>
<td>67%</td>
<td>73%</td>
<td>83%</td>
</tr>
</tbody>
</table>